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Contact

Back to School

Newsletter of the Association of Teachers of English as a Second Language of Ontario

The Pedagogical Challenges for Western ESL Teachers in Asia

Abstract

This paper discusses the main pedagogical differences between two Southeast Asian countries (South Korea and China) and North America in the teaching of English as a second or foreign language. Difficulties in exporting Western teaching methods, i.e. Communicative Language Teaching (CLT) to these environments are outlined and various suggestions for dealing with the difficulties that may arise in these unique situations are proposed.

A constantly increasing demand for English teachers in Southeast Asia over the past several decades is the result of its engagement in cultural, technological, and business exchanges with other countries (Wu, 1983). To meet this high demand, governments and private institutions have been inviting foreign teachers to travel to their respective countries to teach ESL. The offers are appealing. Candidates are drawn by higher salaries combined with the opportunity to attain more prominent positions than they would in their home countries. Overseas offers are particularly tempting for recent graduates because many of the jobs require little, if any, teaching experience.

The adventurous nature and distinctive rewards of the job can make teaching abroad the opportunity of a lifetime. On the other hand, this opportunity is not without its challenges. Due to the very different settings in which they are placed (i.e. cultural, economical, political and social), foreign teachers often face contradictions and frustrations in their jobs abroad.

The term *culture* has no commonly agreed-upon definition, but in essence it describes some system of meanings, customs, values, attitudes, goals, laws, beliefs, morals, etc. (Bee, 1939, p. 4). Culture shock, a term we often hear, does not only affect the foreign teacher's relationship with his/her students, but embarrassment, frustration, or feelings of alienation can affect him/her in many ways outside of the classroom. Anyone travelling to another country with the intent of integrating into the daily life of the culture would do well to educate his/herself as much as possible on the

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From the Editor

Greetings, ESL professionals, and welcome back to another school year. For those of you who were fortunate enough to take some time off, I hope you kept cool. And for those of you who worked throughout the summer, remember the old saying, "A change is as good as a holiday."

I spent the summer teaching international students in Toronto – something I hadn't done in a while, and I was reminded of the different needs of this group and of ESL learners. EFL students are often as committed but expect less serious topics than those desired by immigrants and refugees whose goal it is to assimilate into Canadian life.

Speaking of the different expectations of international students, in this issue, University of Ottawa student, Jacqueline Reed talks about what Western teachers should be prepared for when they teach EFL in Asia.

Popular in teaching any learners are games to reinforce and teach vocabulary. Shalva Shapbshvili, a teacher from Georgia, the republic of the former Soviet Union, offers us numerous vocabulary games.

Our regular contributor, Cathy Haghighat, profiles Romanian in this issue. Sadly, this will be Cathy's final language profile; we thank her for providing useful insights into other languages and how they compare with English over the years. Cathy hopes to publish all of the profiles she has developed so far.

In addition, we are happy to publish a paper on teaching ESL using American Sign Language.

John Allan, who regularly tells us how we are affected by and can use technology in our classroom, advises in this issue on how ESL professionals can detect plagiarism in our learners' work.

As we have recently passed the first anniversary of the terrorist attack on the World Trade Centre, we are publishing two poetic reflections on the impact of the event by learners of Toronto teacher, Estelle Berry.

As always in our Back to School issue, we include our auditor's report and conference registration package. Remember that if you are presenting at this year's conference to please be prepared to submit a write-up of your presentation or paper for publication in our June 2003 conference proceedings issue. The deadline for this is April, 2003, but we certainly welcome papers submitted before that.

As a last note, in our June 2002 conference proceedings issue, we named Arush d'Silva as the author of the presentation, *Reflections on Cultures and Talents*. We'd like to mention that it was co-authored and co-presented with Lesline Smikle and Yunhua Zhang.

See you in November.

Brigid Kelso
Contact Editor

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host country and its culture before departing. Adapting to the local culture is crucial to job performance as well as being essential to the enjoyment of the overall experience. Naturally, being away from all things familiar can bring on both anxiety and resentment. A foreign teacher must learn to deal with his/her loneliness, to adapt to new surroundings, to create a new lifestyle, and cope in the native language of the host country.

This paper deals specifically with the difficulties created by culture shock inside the classroom. Penner (1995) labels this situation "classroom culture shock," and she reiterates the importance of learning about the educational culture of the host country to ease the teacher's transition into the new classroom environment.

Turning to the discussion of pedagogical differences between the East and the West, I would like to begin by examining the important role of education in China and Korea. Education in general has a critical role in the social structure of Southeast Asian countries. In fact, in Korea, education has practically become a national obsession. According to Ferguson (2001), "it is an accepted belief that the only way to succeed in life, or better one's station in life, is through education" (p. 19). In Korea, children are in school 14 hours a day, 230 days a year, whereas in the United States they attend only 180 days a year (Hedges, 1988). Competition for college slots begins in elementary school, with four annual exams, for which children as young as 11 study late into the night. The pressure to succeed academically is staggering. In contrast, education in North America essentially does not become this serious until the post-secondary level. Our belief tends to be that children should play after homework and go to bed before nine. These two educational ideals are remarkably contrary.

With specific reference to the teaching of foreign languages, pedagogical difficulties arise in large part from opposing theoretical assumptions about language learning between Asia and North America. The differences in perceived teacher and student roles in the classroom, the motivation for language learning, class size, time constraints, and resources available also contribute to other differences in the two pedagogical perspectives.

Whereas Communicative Language Theory (CLT) is the predominant approach to teaching ESL in the West, it is not easily transferred to China and South Korea. These EFL countries have been trying for years to implement CLT in the hopes of improving their communicative abilities, but the task poses certain problems. It will become clear that the exportation of teaching methods is not always appropriate.

The most salient feature of the CLT classroom is its realistic use of the English language; both the activities employed and the materials used aim to be as authentic as possible. The CLT approach views learning as the development of a skill (Penner, 1995) which strongly focuses on communicative functions and meaning. CLT theory insists that students learn through experimentation and genuine use of the language; and therefore errors are viewed as educational. Popular interactive activities include simulated conversations, role playing, group discussions, creative writing, peer correction of errors, guessing vocabulary meaning from context, songs, and problem solving (Defeng, 1998; Penner, 1995). These activities are designed to develop communicative competence: a balanced combination of grammatical competence, sociolinguistic competence (involving sociocultural and discourse rules for communication), and strategic competence (Canale and Swain, 1980). To further facilitate learning, communicative language teachers attempt to create a secure, non-threatening atmosphere.

The most salient feature of the CLT classroom is its realistic use of the English language; both the activities employed and the materials used should aim to be as authentic as possible.

Education in Korea and China has been strongly influenced by Confucian traditions, as have many other aspects of Eastern societies. J. Scovel summarized this reality in his 1983 publication: "EFL continues to exist in a Neo-Confucian tradition where the broader goals of facile comprehension and communication are subordinate to the narrow goals of grammatical accuracy in reading and writing." Most Asian teachers still use a traditional language instruction approach that has remained unchanged for centuries (Jiaying, 1990). The most evident difference between this approach and our Western one is that, in Asia, importance is placed on knowledge of grammar, rather than on communication, through methods referred to as Audio-Lingual or Grammar Translation. Language is taught through the use of mechanical drills, the memorization of rules and vocabulary lists, repetition, habit formation, and translation (Defeng, 1998; Penner, 1995). In this environment, errors remain negative and are not viewed as a learning opportunity. In addition, much of the discussion that takes place in the classroom is in the students' native language. Campbell and Zhao (1993) describe the results of this rote learning as follows: "even the most diligent students with the most responsible teachers often cannot communicate effectively with the target population, even after 10 years of studying English."

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Burnaby and Sun (1989) interviewed 24 experienced Chinese teachers of English regarding the appropriateness and effectiveness of Western language-teaching methods for use in Chinese contexts. Interestingly, it was found that communicative activities are seen as games to Chinese teachers and students, rather than as serious learning. Teachers argued that teaching grammar, literature and linguistic analysis carried greater prestige than teaching students to speak the language for real communicative purposes. A similar study by Defeng (1998) reports the position of South Korean secondary school English Teachers, regarding the difficulties caused by the differing theories of South Korea and those of Western countries. Those teachers who had tried CLT methods in their classrooms had also encountered tremendous difficulties.

A seemingly unavoidable obstacle in using communicative activities in a foreign language classroom concerns the few opportunities that students have to communicate with native speakers of English. According to Canale and Swain (1980), the learners should have the opportunity to take part in meaningful communicative interaction with highly competent speakers of the language "to respond to genuine communicative needs in realistic second language situations" (p.27). This is a rather simple task to accomplish in the ESL teaching contexts of Canada and the United States, but in Korea and China there are simply not enough native speakers of English to allow opportunities for students to communicate.

Research by Campbell and Zhao showed that students and teachers alike in China agreed "the teacher should dominate the classroom while students listen passively and engage in exercises on command. A teacher who does not dominate the classroom is seen as lazy or incompetent by all concerned."

In a CLT classroom, the teacher's role is as a facilitator. The students learn how to learn, and as a result they take responsibility for their own learning. Western language teachers expect their students to be active participants. Conversely, in traditional classrooms, it is the teacher who takes almost full responsibility for the learning that occurs (Penner, 1995). Teachers wield an authoritative sword, transmitting information to the students with little two-way communication. Research by Campbell and Zhao (1993) showed that students and teachers alike in China agreed "the teacher should dominate the classroom while students listen passively and engage in exercises on command. A teacher who does not dominate the classroom is seen as lazy or incompetent by all concerned" (p. 5). Furthermore, Campbell and Zhao explain that teachers are under pressure to stick to the textbook and use their authority in order to be regarded as competent and committed professionals by their administrators and colleagues. The unchallengeable authoritative role of the teacher is in conflict with many CLT activities, particularly debates.

In Canadian university classes, when professors are asked questions to which they do not know the answers, there is usually no awkwardness in admitting this. It is perfectly acceptable that professors make a note to look it up and bring the answer to the following lecture. However, in traditional classrooms, this approach is not acceptable. It is considered losing face if the teacher admits that he/she does not know the answer to a question. A Korean teacher interviewed in Defeng's study (1998) held, "In Korea, when you can't answer all of the students' questions right away, you cannot be a teacher." In other interviewee reactions, teachers admitted that they got very embarrassed if they could not answer a question and expressed fear that they would lose the respect of their students (p. 687).

Teachers who participated in both the Burnaby & Sun and Defeng's studies worried about not being able to answer spontaneous questions regarding the target language culture. These types of questions naturally occur in the CLT classroom. The Korean and Chinese teachers expressed concern for their limited linguistic, sociolinguistic and strategic abilities in English that are required for CLT to be truly effective. Since the majority of Chinese teachers have rarely, if ever, had the opportunity to speak to a foreigner, much less travelled outside of China, the lack of direct knowledge of Western culture can create a void in building a communicative environment (Burnaby & Sun, 1989). North American teachers may be surprised by the seeming lack of response in their classrooms as students are not encouraged to ask questions, or doubt the teacher's knowledge in Asian classrooms. Unquestioning cooperation, which is in fact a cultural form of respect, may be interpreted as boredom or lack of interest by the foreign teacher (Boyle, 2000).

In comparing the language teaching methods of Asia and North America, it is important to consider the students' motivation for learning in the two different contexts. North American students are not under any great pressure to learn foreign languages to increase academic relations with other countries. While this has been true for Canada and the United States with regard to economic or diplomatic international relations (Burnaby and Sun, 1989), this situation is slowly changing as a result of globalization. Obtaining a high exam score is a secondary goal and the enthusiasm for learning foreign languages in North America is mainly for the purposes of travelling, or simply for pleasure.

Motivation for learning English in Asia is generally more pragmatic. Most EFL students must pass national or international examinations, such as TOEFL and TOEIC, in order to be accepted by a university or to obtain a particular job. In contrast to the North American model, Burnaby and Sun (1989) highlight the importance of test scores as achievement in China; countries like Canada are "affluent enough to allow access to higher education without the necessity for rigid gatekeeping systems of examinations (compared with those of China) to screen candidates for such opportunities."

Considering the importance of these examinations, students and university administrators put pressure on Asian teachers to tailor their courses to help students pass the TOEFL. These exams test grammatical knowledge and vocabulary, not communicative skills. The pressure on Asian students when preparing for English examinations, and the nature of the educational system itself, render students extremely partial to an exam-oriented approach. It is difficult for them to accept the different goals of the CLT approach to learning.

Above and beyond the initial hurdle of obtaining high test scores, many professionals, particularly in China, must master skills for analysing English grammar, in order to perform tasks like understanding technical articles and translating documents (Jiaying 1990). These very technical tasks require almost no communicative competence, rendering the CLT approach awkward and often unwelcome by Asian students.

Class size is another integral part of the CLT approach. In most North American ESL classrooms, the maximum number of students is rarely more than 20. This facilitates CLT by making group work and individual attention possible. However, Chinese EFL classes hold between 50 and 70 students (Penner, 1995). With these conditions, as teachers interviewed in Burnaby & Sun's (1989) study expressed, control over group activities is difficult, and individual attention is out of the question. Large classes also make it difficult for each member to participate actively in class. Additional concerns of these teachers were centred on using communicative methods with so many students given the pressure to cover the curriculum effectively in just three hours a week.

Penner (1995) makes an important observation when she outlines implications for the teacher's use of time outside the classroom when preparing CLT lessons. Because of the shortage of English teachers in China, their schedules consist of many contact hours and little preparation time. Teachers expressed anxiety and concern for the "extra time and energy required to create a variety of authentic student-centred materials" (p. 11). Creating student-centred and individualized activities are crucial to the CLT approach and require familiarity with authentic materials. This is contrary to the Asian teaching reality.

An additional challenge in using Western methods in Asia results from the limited resources generally available in these contexts. Audio-visual equipment, computers, listening labs, videotapes, and other interactive resources are an essential support in the CLT method. What is more, authentic materials such as radio broadcasts, newspaper articles, and real-life dialogues are the foundation of the communicative curriculum. In Korea and China, authentic texts are simply not as readily accessible. Textbooks used in Korean EFL classrooms are often published in Korea, and show English in a Korean context, rather than in native English situations.

In his 1986 article, Hofstede mentions an article by Schkade et al. (1978) that explains the significant differences that exist in the degree to which people from different societies process information. The implications here hint at the influence of the broader, more deeply rooted influence of culture on the teacher and the learner, that cannot be manipulated as quickly, nor nearly as easily, as mere classroom culture. This suggests another source of pedagogical difficulties in exporting language teaching methods – namely, that learners from different cultures process information and experience the act of learning differently. In this case, classroom adaptation techniques, which would normally be used by the CLT teacher entering a more traditional teaching environment, might not be comprehensive enough to tackle these cultural gaps.

Elaborating on earlier work (1980, 1983b), Hofstede's 1986 study explores what some of these deep-rooted cultural characteristics may be, how they can affect the classroom, and ways in which teachers can address them. He used questionnaires answered by 160,000 individuals from 40 countries, and compared the answers across nationalities. In particular, Hofstede examined the mutual role expectations for interaction between individuals within their native cultures. These conventional roles of teacher and student are in large part shaped by fundamental values rooted in their respective cul-

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tures. For example, the manner in which students can acceptably contradict authority, or demonstrate individualism.

A collectivist society is tightly integrated; an individualist society is loosely integrated.

Hofstede developed a four-dimensional model to present his findings. Two of these dimensions, individualism and power distance, are of special interest when comparing Canada and the United States with South Korea and Hong Kong:

1) **Individualism** as a characteristic of a culture opposes *Collectivism*. Individualist cultures assume that any person looks primarily after his/her interest and the interest of his/her immediate family. Collectivist cultures assume that any person through birth and possible later events belongs to one or more tight "in-groups," from which he/she can detach his/herself. The "in-group" (whether extended family, clan, or organization) protects the interests of its members, but in turn expects their permanent loyalty. A collectivist society is tightly integrated; an individualist society is loosely integrated.

2) **Power Distance** as a characteristic of a culture defines the extent to which the less powerful persons in a society accept inequality in power and consider it as normal. Inequity exists within any culture, but the degree of it that is tolerated varies between one culture and another (p. 307).

The following two tables, reproduced from Hofstede's 1986 article, show the interaction differences that teachers and students may encounter when they come from cultures that are different in their levels of individualism and power distance. The tables help us to focus on specific points that differentiate opposing cultural structures, all the while solidifying the global dynamic between the American classroom and the Asian classroom.

Differences in Teacher/Student and Student/Student Interaction Related to the Individualism versus Collectivism Dimension

Inequity exists within any culture, but the degree of it that is tolerated varies between one culture and another.

Collectivist Societies (e.g. Japan, South Korea, Hong Kong)	Individualist Societies (e.g. USA, Canada)
• Positive association in society with whatever is rooted in tradition	• Positive association in society with whatever is "new"
• The young should learn; adults cannot accept the student role	• One is never too old to learn; "permanent education"
• Students expect to learn how to do	• Students expect to learn how to learn
• Individual students will only speak up in class when called upon by the teacher	• Individual students will speak up in class in response to a general invitation by the teacher
• Individuals will only speak up in small groups	• Individuals will speak up in large groups
• Formal harmony in learning situations should be maintained at all times	• Confrontation in learning situations can be salutary; conflicts can be brought into the open
• Neither the teacher nor any student should ever be made to lose face	• Face-consciousness is weak
• Education is a way of gaining prestige in one's social environment and of joining a higher status group	• Education is a way of improving one's economic worth and self-respect based on ability and competence

Differences in Teacher/Student and Student/Student Interaction Related to the Power Distance Dimension

Large Power Distance Societies (e.g. Japan, South Korea, Hong Kong)	Small Power Distance Societies (e.g. USA, Canada)
· Stress on personal "wisdom" which is transferred in the relationship with a particular teacher (guru)	· Stress on impersonal "truth" which can in principle be obtained from any competent person
· A teacher merits the respect of his/her students	· A teacher should respect the independence of his/her students
· Teacher-centred education	· Student-centred education
· Students expect teacher to outline paths to follow	· Teacher expects students to find their own paths
· Teacher is never contradicted or publicly criticized	· Students allowed to contradict or criticize the teacher
· Effectiveness of learning related to excellence of the teacher	· Effectiveness of learning related to amount of two-way communication in class
· Respect for the teacher is also shown outside class	· Outside class, teachers are treated as equals
· In teacher/student conflicts, parents are expected to side with the teacher	· In teacher/student conflicts, parents are expected to side with the student

Conclusion

To bridge the gap that occurs in cross-cultural learning contexts, Hofstede (1986) proposes two possible solutions: (1) To teach the teacher how to teach, and/or (2) To teach the learner how to learn. For North American teachers abroad to be most effective, he asserts, the former is imperative, even if doing so means they have to "adopt methods which at home they have learned to consider as outmoded or impopular" (p. 316). Reverting from "new" to "old" in any domain feels unnatural. So, for North American teachers, educated in CLT, using audio-lingual or grammar translation methods in a language classroom can feel contradictory and backward. However, as Boyle (2000) explains, it is a mistake for the foreign ESL teacher to judge the traditional instructional methods as inferior. Although the latest Western methods have proved effective in Canadian and American classrooms, to employ them in Asia while ignoring the cultural context guarantees their failure (Campbell & Zhao, 1993).

Rather, foreign teachers should educate themselves about the classroom culture of the host country and enter with a realistic assessment of the situation (Wu Jung-yu, 1983). Western teachers going to Asia must be aware of the conflicting teaching and learning contexts. Penner (1995) suggests talking to people from the host culture about their classroom experiences, and learning about the educational milieu from comparative education articles. Once in the host country, Wu (1983) recommends that foreign teachers rely on their native colleagues for assistance. The article reinforces that neither ignoring the host context nor giving up certain ingrained principles and practices learned in the West is the correct attitude. Instead, Wu offers hope that, "through gradual and sensitive introduction of learner-centred methods [students] will come to accept a radical shift in their classroom role."

Communicative methods do appear to be appropriate for Asian students when these students plan to visit, work, or study in English-speaking countries. In other words, as Burnaby & Sun (1989) concluded, exporting CLT methods may be more relevant to students of English as a *second* language, as opposed to students studying English as a *foreign* language. Perhaps now, we should turn our attention away from the battle of the methods and focus on student

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motivation. In doing so, we may help to resolve other pedagogical challenges, such as available resources, class size and time constraints, and potentially, to overcome embedded student and teacher role expectations. Attentive research matched with social sensitivity and patience will help the foreign teacher to be effective in his/her classroom and overcome the obstacles of classroom culture shock.

Perhaps now, we should turn our attention away from the battle of the methods and focus on student motivation.

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Teaching ESL through ASL

This summer I had the opportunity to teach English to a three-and-a-half-year-old girl who is partially Deaf. I will not go into many details about her history, at her family's request for privacy but her situation is a unique because some days she could hear fairly well (at approximately 60-70 %), and other days she could hardly hear at all. Each time I taught her, her hearing ability was different. I was able to keep my teaching methods fairly consistent, and her hearing ability did not affect any day-to-day changes in these methods. I will call the girl Julie to protect her privacy. The purpose of teaching Julie was to improve her English skills while also improving her American Sign Language (ASL) skills. This was a unique teaching situation for me as I needed to learn ways of incorporating two languages when teaching a young child.

Preliminary reports from the classroom had indicated that ESL/English students with special needs can benefit from both the methodology and the teaching techniques that we use with regular ESL students – focus on meaning, contextualized practice, authentic material and contexts, realistic tasks, and a silent period, to mention a few. Heartened by this evidence, and supported by my knowledge of both the theory and practice of ESL, I accepted teaching this child of English-speaking hearing parents English using ASL. In the first part of this paper, I will present a brief history of ASL, followed by a description of my teaching program with Julie and, finally, a note concerning the parallels between learning ESL and ASL.

A Brief History of American Sign Language

Many people incorrectly believe that ASL is English expressed through signs. Lentz, Mikos, and Smith have pointed out that many people wrongly believe that it is a word-for-word translation of English, that it can only express concrete information, or that there is one universal sign language used by Deaf people around the world (1998, p.3). Linguistic research has shown that ASL is similar in complexity and expressiveness to spoken languages. ASL is not a form of English but has its own distinct grammatical structure, which must be learned and accomplished in the same way as any other language (Lentz et al., 1988, p. 3). English that is signed exactly word for word is taught to Deaf school children in the public and separate school systems but outside of these school systems ASL is the most favoured form of Sign Language used among Deaf people. Deaf children who are able to attend a school for the Deaf, such as the schools located in Belleville, Milton, or London, would be taught using ASL. When asked, most Deaf people seem to agree that this exact translation of English is boring and takes too long to sign. ASL has its own grammar structure and offers more unique ways to tell, for example, stories or events than English could ever offer. It is important to note that non-manual signals play a large role when using ASL and without them, stories and events would seem dull and their meaning would be misunderstood. Non-manual signals can include: lowering or raising eyebrows, various mouth formations, using direct eye contact, widened eyes, head tilt, and leaning of the body. When a hearing person begins to learn ASL they are taught the importance of non-manual signals right from the beginning. Charlene Leblanc (personal communication), a member of the Deaf community, and an experienced Sign Language teacher at Carlton University and Algonquin College, says that if someone signs without using non-manual signals it is very hard to read and understand that person. She goes on to state that it is also very boring to watch and would be the same as someone in English speaking non-stop in a monotone voice. Leblanc states that it is impossible to understand a statement properly if non-manual signals are not used.

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It is important to note that non-manual signals play a large role when using ASL and without them, stories and events would seem dull and their meaning would be misunderstood. Non-manual signals can include: lowering or raising eyebrows, various mouth formations, using direct eye contact, widened eyes, head tilt, and leaning of the body.

ASL Background

When Julie was less than one year old, she had ASL instruction once a week for six months from a Deaf teacher. Julie had already learned some animal signs, such as CAT and DOG, and knew her colours. She could also fingerspell a few letters and sign small words like: MILK, MORE, AGAIN, THANK YOU, NOW, HUNGRY, THIRSTY, and TIRED. When I started teaching Julie it did not take long to refresh her memory and she quickly began using these signs again, shortly after we had reviewed them a few times. I have translated any signed expressions or sentences that I have used in my lessons into English since many of these ASL expressions written down may not make sense to

hearing people unless they have had experience with a Deaf person.

As soon as I began learning ASL, I learned that facial expressions are an important part of the language. Now I use them without even thinking. Julie would have already been exposed to these expressions from her Deaf teacher and I continued to unconsciously use these expressions when I taught Julie.

Sometimes we would pretend to go grocery shopping together. Julie would walk around with her grocery cart and sign an item of food that she wanted. I would hand her the food after she completed the sign and she would put it in her grocery cart.

I have read over and over again that young children should not be expected to make a sign perfectly and took this attitude when teaching Julie. In an article titled, *Teaching Your Baby American Sign Language*, VanLaanen-Smit states, "Children pick up signing easily and quickly…Continue signing the 'right' way and they will sign that way when they are older" (1999, p. 2). The author goes on to explain that this type of baby signing is the equivalent to 'baby talk' for a hearing child.

How did I go about trying to teach the child?

This summer I focused on seven main topics that were repeated through various activities. These topics included:

1. Food
2. Animals
3. Colours
4. Shapes
5. Numbers
6. Alphabet
7. Reading

Many times Julie liked to imitate an animal, so we would act out together what the animal might do. For example, if the animal was a bird, Julie would pretend to fly around the room. I also noticed that she liked to tell me about any experiences that she has had with any of the animals that she recognized.

I tried to teach these topics by incorporating some of the qualities of the methods Bill Vicar has found useful when incorporating English and ASL (see website in reference list for a complete list). Some of the principal qualities include:

1. Highly interactive.
2. Engaging. No more than a few seconds go by in class before the students have to engage their brains and either respond or be ready to respond.
3. Personal. The questions elicit real answers about people's life circumstances.
4. Bilingual. Supplying both English vocabulary and ASL.
5. Informative. Students are constantly required to provide comprehensible answers. You are highly aware of whether students understand what is going on or not. If a student answers a question incorrectly you know immediately that you need to clarify certain concepts.

I found these methods the most useful when trying different teaching approaches with Julie. Some of these features, such as # 3 (personalizing of content and experience), occurred naturally during the lessons. Julie always liked to tell me stories that included some of the new words that she learned that day.

Food

For this topic I used Julie's toys which included various pieces of plastic food. All of the food would be laid out on the table. I would sign a certain food and then she would hand it to me. For example, I would sign, " Mmm ... I'm hungry. I want to eat chicken." When she handed me the chicken I would pretend to eat it. Simple gestures like this made it more of a game for her and therefore she had more fun playing with the food. Then I would reverse the situation and ask her what she would like to eat. She would sign a food to me and I would hand it to her. Sometimes we would pretend to go grocery shopping together. Julie would walk around with her grocery cart and sign an item of food that she wanted. I would hand her the food after she completed the sign and she would put it in her grocery cart. The more interactive this topic was, the better, so we would always pretend to eat the food together.

Words that were consistently used over the summer included: BANANA, APPLE, ORANGE, PEAR, GRAPES, CARROT, CHICKEN, BEEF, COOKIE, CAKE, PIZZA, HOT DOG, HAMBURGER, MILK, BREAD, SOUP and SANDWICH.

Animals

Julie had a large picture book full of different animals. She would point to a certain animal in the book and I'd sign it for her, then we would sign it together. Then I would switch it by pointing to an animal and asking her, "What is the sign for this?" Many times Julie liked to imitate an animal, so we would act out together what the animal might do. For example, if the animal was a bird, Julie would pretend to fly around the room. I also noticed that she liked to tell me about any experiences that she has had with any of the animals that she recognized. I always encouraged these types of activities

for I have noticed that Deaf people like to be creative when telling stories to make them more interesting. It is normal in the Deaf culture to make real world connections between the text (in a book) and the child's experience (Schleper, 2000, p. 2).

Colours and Shapes

I cut out various shapes such as circles, stars, triangles, squares, rectangles, and diamonds on coloured construction paper. I would place all of these shapes into a basket and then Julie would pick them out one at a time. Since Julie is so young, I found that a simple task such as this seemed like a game to her because it was exciting for her to pick out the different shapes without knowing which one she was going to pick. Once she had picked out a shape, she would sign the colour of the shape to me and then outline the shape for me using her fingers in the air. When outlining shapes in ASL, the less dominant hand stays on one point and the dominant hand traces the shape in the air, ending up beside the less dominant hand. After doing this activity for the first few visits, Julie also started to tape these shapes onto a piece of cardboard to make pictures. She knew that she was only allowed to tape the shapes onto the paper after she signed them correctly. Julie loved this activity so it was a fun way for her to learn her colours and shapes.

Numbers

Julie was already able to count from one to ten using ASL. I had the numbers one through ten written on a large piece of paper so I would either practise pointing to a number and having Julie sign the number or physically place my hand on the number while signing it at the same time. I included counting in almost every activity that we did. When reading a book we would, for example, count the animals, the number of red shirts in a book, or the number of pink squares from the shapes. We also played a game of Snakes and Ladders which incorporated the use of colours and counting the numbers on a dice and counting the squares on the board with Julie's sister and caretaker.

Alphabet

When I started teaching Julie she knew a little bit of the alphabet, the letters A-H, when I prompted her. I had a chart with the alphabet listed on it. We would follow the alphabet chart together and sign along with the letters. Julie would also point to certain letters and I would sign them for her. Julie knew the first letter of her family's names, as well as her name and my name. We also practised finger spelling her name while reading her name printed on paper. Sometimes I would place the signed letter physically on the paper, on the letter that we were signing. I would also sign a certain letter and she would point to it on the alphabet chart. When doing any activities involving food or animals that she had known from earlier lessons, I would randomly ask her for the first letter of certain items and, if she didn't know the first letter, she would always pay close attention to me when I signed it to her. Julie always enjoyed getting my attention and making sure I knew how to do the letters properly by showing me how she could sign a letter and get me to copy her! This was a great reassurance for me to know that she was learning her letters!

Reading

Julie and I had the most fun reading together. ASL has many creative options when reading. I always had at least eight different books for Julie to choose from. I would lay the books out in front of her and have her pick which book she wanted to read first. For the picture books, I would sign out what was happening during the stories. When reading books containing text, I would sign my own translation of the English words. When translating a particular sentence, I would point to it for her to follow along and sign at the same time. Sometimes I would place the signs right on the book to make sure that I had her attention. I always allowed extra time for her to study the text, observe the pictures, as well as watch me sign. I found eye contact and touch to be an important key when signing stories to her because it kept her attention longer. Julie was always very curious about the books and would frequently point to certain items in a picture and have me sign what the object was, the colour, count the number of particular items on one page, and/or explain a funny situation that was occurring in the picture through ASL. I usually signed extra information for her benefit that would help further explain the situations that were occurring. I would also ask her questions like, "Where is the blue hat?" If she struggled with her comprehension, I would prompt her but she was usually accurate with these types of questions.

In the Deaf culture, it is normal to touch someone on the arm, bang on the floor with your foot, or hit the table with your hand to get a Deaf

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In the Deaf culture, it is normal to touch someone on the arm, bang on the floor with your foot, or hit the table with your hand to get a Deaf person's attention.

person's attention. I have learned this from being around various Deaf people and my sign language teacher has always stressed how important these gestures are and that they are not considered to be rude in the Deaf culture. I consistently used these methods with Julie and, of course, they always worked. In the article, *Reading to Deaf Children: A Look at the Research,* Schleper (2000, p.2) describes the six main strategies used by Deaf mothers while reading to their children ages three to five years old:

1. Sign placement (signing phrases on the book or with the book)
2. Text paired with sign demonstration (pointing to text, elaborating with ASL explanations, then to text)
3. Real world connection between text and child's experience
4. Attention maintenance (tapping shoulder or lap, elbow nudging, and moving book
5. Facial tone and body posture demonstrating character chances
6. Non-manual signals as questions (nose-twitch, lowered and raised eyebrows, and mouth movement)

It should be noted that Schleper contends that these six strategies may promote higher reading abilities in Deaf children.

After my first few visits, the family and I both felt that I should always do some one-on-one with Julie first. I noticed that she gave me her full attention when we worked one-on-one. Every visit was different. Sometimes she really wanted her sister to stay and learn with her and would be proud to show her sister all the signs that she knew and wanted to have her sister there when we read the books together.

How did the child respond to other members in the family?

When involving other members of the family in the lessons, the situation varied from time to time depending on the number of people at home that particular day. After my first few visits, the family and I both felt that I should always do some one-on-one with Julie first. I noticed that she gave me her full attention when we worked one-on-one. Every visit was different. Sometimes she really wanted her sister to stay and learn with her and would be proud to show her sister all the signs that she knew and wanted to have her sister there when we read the books together. Sometimes Julie wanted her mom or her dad to stay and sign with us but many times she would only sign and learn English when it was just the two of us. Since Julie is three and a half years old, I found her attention span to last approximately 50 minutes per visit which was longer than I originally expected. For our first few visits we did various activities in her playroom but for the rest of my visits she sat in her high chair with me at the kitchen table. Her parents and I both felt that this worked the best and helped to keep her focussed. It was also easier for me to keep her attention through eye contact, arm touching, or pointing at particular items that we were working on when she was close by.

Various members of the family would sit with me and start signing and/or playing some of the games with me while Julie was nearby. I noticed that Julie would pretend to hide her eyes and ignore us but while we were signing she would constantly be watching my fingers and facial expressions. Eventually she never wanted to be left out and would join us in whatever we were doing.

As I have begun to learn more about the Deaf in the last few years I have noticed that many hearing people feel uncomfortable asking a Deaf person what it is like to not be able to hear. People are unsure if it is okay to ask a Deaf person why they do certain things or how they live their lives compared to hearing people. An issue of ERIC Digest explains that people need a "safe" environment that they can ask questions in and that so many hearing people are uneducated about the Deaf (Wilcox & Wilcox, 1991, p.2). It is important for people to know that the Deaf feel strongly about their culture and that they do not see Deafness as a disability. The ERIC Digest states, "The bilingual-bicultural approach does not support mainstreaming Deaf children in regular education programs. Many Deaf adults have shared their stories of isolation and academic deprivation while attending schools for children who can hear. The bilingual-bicultural approach holds that cognitive, linguistic, and social competence are best achieved in environments that provide full communicative access to the curriculum" (Baker, Baker, 1997, p. 1). Through my various experiences over the last few years I have learned that parents of Deaf children have many difficult decisions to make when educating their children and it is important for people to know as much as possible about all the opportunities that are available to them.

How did the child respond to me?

For my first few visits Julie was shy around me, and it usually took about 15 to 20 minutes before she felt comfortable signing with me and participating in activities. Various members of the family would sit with me and start signing and/or playing some of the games with me while Julie was nearby. I noticed that Julie would pretend to hide her eyes and ignore us but while we were signing she would constantly be watching my fingers and facial expressions. Eventually she never wanted to be left out and would join us in whatever we were doing. As Julie began to remember me and feel more comfortable around me during my visits, she would

take only a minute or two to start signing with me. I always taught Julie in the mornings because her family and I both found that she was not as tired, could pay attention longer and had more patience to try and learn new words. I could always tell when Julie had learned enough for the day because her attention span became shorter and she would become restless. I always made her sign FINISH, I WANT OUT (of her chair) NOW, THANK YOU.

Conclusion

Baker & Baker have pointed out that without fluent language models, Deaf children's language skills will be developed neither optimally nor naturally, and I was glad that I could help with a small part of Julie's education (1997, p. 3). Another issue of ERIC Digest stated that some Deaf students reach high school age without learning to read and have developed behavioral problems through long-term frustration with inappropriate placement (Eccarius, 1997, p.2). It is also stated that ASL promotes a healthy view of who a Deaf person is as a human being and increases a Deaf person's self-esteem and confidence in his/her own personal abilities (1997, p.2). It was exciting for me to see how quickly a young child learns a language. Some days Julie would not sign much and just watch me and look at the books or colours or whatever I happened to be using. Then, on my next visit, she would always surprise me by showing me that she knew how to appropriately sign text, colour etc. This made me feel that my efforts were worthwhile and I was glad to physically see that she was learning both English and ASL. Another positive sign that Julie was learning the language occurred when a member of the family told me that one night when they were reading to her in bed she started signing the different colours in the book without being prompted. I can only hope that Julie's curiosity with ASL and English will continue to grow and expand!

From my experience teaching Julie this summer, from what I have learned in my L2 teaching classes and from my volunteer experience as well as from my own experiences learning ASL, it has become evident to me that ESL and ASL have a lot in common in terms of both techniques and methodology. Students need to be taught in stimulating, relevant contexts using authentic materials anchored in the context of their experience. Deaf children experience that same world as hearing children only in a different way. Before ESL/ASL learners can produce language, they need to experience it (a silent period), and construct a map of form and meaning that will allow them to talk about themselves and their experiences. The acquisition of ASL is similar to the acquisition of ESL in that it is a developmental, non-linear process that requires intense doses of comprehensible input. Learning language is not an osmotic process; learners need to play an active role in the acquisition process whether they are learning by means of signs or the spoken medium.

As ESL/ASL teachers, we have a lot to share and to learn from one another!

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Vocabulary Practice Games

Games are an important part of a teacher's repertoire. Although they are recreational activities, their purpose is to reinforce language that has already been taught. In the course of the game, learners are directed into an enjoyable and challenging activity with a clear goal – practising different language areas through play. They are so involved in playing the games they often do not realize that they are practising language.

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Games practise one of the key language areas – vocabulary. They provide initial or further practice or periodic revision of new words in an enjoyable context, thus making classroom activities amusing and satisfying for teacher and students alike. Here are several games the teacher may use to work with words.

Memory game. One student begins by saying a sentence and the next student in turn adds another word to the sentence, repeating what was said before in the same order, e.g. S1: *I went shopping and bought a jacket.* S2: *I went shopping and bought a jacket and a cap* and so on. Anyone who cannot add to the list or makes a mistake in ordering the words must drop out of the game. The last player remaining is the winner. This game may be used with words related to any topic.

Guessing game 'What's it called in English?' The teacher divides the class into small groups, asks one student from each group to come up to him/her and whispers one of the words just presented or related to a certain topic to them so that the others in the group may not hear. The players return to their groups and draw, mime or point to the object. They must not say the word. When someone guesses correctly, this student goes to the teacher and whispers the word. If it is correct, the teacher whispers another word to him/her. The student acts out the word, and this way the game continues. This game can be used for further practice of a wide variety of lexical units.

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Word Association. The teacher asks students to name all the words they know associated with any lexical area, e.g. with the classroom. One student says a word, e.g., chalk. The next student must say a word which comes immediately to mind. The next student continues with another word and so on round the class, e.g., S1: chalk S2: bag S3: recorder S4: ruler and so on. Anyone who can't think of a word immediately has to drop out of the game.

Apart from the activities above, the teacher can organize games that put students into a situation in which they have not only to practise or revise vocabulary, but also to practise other language (structures and functions). Games of this kind, distinct from the above games that provide learners opportunities only to practise or revise vocabulary, are more communicative activities. Some of them are played with the whole class, often with the students divided into teams, while others can be played in pairs or small groups.

Guessing Games involve learners trying to find out something they do not know through guessing. For example, after students have put the words into groups referring to food, clothes, furniture, etc., the teacher can organize the game 'Guess the picture.' The teacher has a set of flashcards with some pictures of food, clothes, furniture, etc. He/She chooses one card, but does not show it to the class. They must guess what it is by asking various questions: *Is it a ...? Is it made of ...? Is it big or small? Where can we see it?*, etc.

The game 'Guess the word' provides a good opportunity to develop students' habits and skills in defining and paraphrasing words. For this game the teacher puts the students in pairs, facing each other, and gives each pictures of separate items or cards with a word written on it, asking them not to show each other their pictures or cards. Student A in each pair has to describe the item represented in the picture or to define the word given on the card as clearly as possible without saying it and student B must guess what the item or the word is. When student A has described the item in the picture or defined the word on the card and student B has guessed it, the latter can then describe the item in his/her picture or define the word for student A. If student B cannot immediately guess the object he/she does not continue the game. It is usually clearer if the teacher demonstrates to the class the way of describing an item or defining a word first. For example, *It's a place which can help us know more about history.* This game is an enjoyable way of reviewing lexical sets on different

topics: school life, articles of clothing, the place we live in, furniture, electrical machines, tools, jobs, etc., and if done regularly, can give students valuable practice in paraphrasing and defining words by describing items.

For the guessing game *'Build up a description,'* the teacher puts students in small groups and assigns each to choose an object (e.g., *a variety of animals* at the elementary level, *a variety of sports* at the intermediate level) and write some descriptive statements about it. The statements must range from the general to the specific, e.g., *It's a wild animal. It's big. It's black and yellow,* etc., for building up a description of an animal. *You can play this outside. This is a team sport,* etc., for building up a description of a sport. Then the students in each group take turns reading out one sentence revealing the animal or the sport gradually, while the other groups try to guess the name of the animal or the sport.

In *'Guess who it is,'* one of the students describes someone in the class and the others have to guess who it is. They may ask him/her questions to clarify some details.

The game *'What tool is it and who uses it?'* enables students to practise the lexis of tools and jobs or occupations. The teacher places separate cards on the table, each only indicating what some tool is used for (e.g., It is used for making holes in metal or wood) and divides the class into two teams of equal number. Students on one team pick a card, read out the purpose of the tool written on the card, and say what tool it is. A student from the other team names the job or occupation which uses the named tool, e.g., S1: *It is used for making wood smooth. It's a plane.* S2: *A carpenter uses a plane.* S3: *It is used for painting walls, doors and windows. It is a paintbrush.* S4: *A decorator uses a paintbrush* and so on. If a member from one team can't name a tool, then a member from the other team has to guess it. The team gets a point for naming each tool and the corresponding job or occupation.

The game *'What machine is it and how did people manage without it in the past?'* helps students practise the names of modern machines and appliances, facilitating our standard of living. After the students have matched the words with the pictures of modern conveniences and the operations they perform, the teacher asks one of the students to choose silently one of the machines or appliances in the picture and say what it is used for, calling on another student, who then must say what machine it is and what people used to do before they had it, e.g., S1: *It is used for cleaning carpets and floors. Clare.* S2 (Clare): *A vacuum cleaner. People used to sweep carpets and floors by hand.* This student now chooses another piece of equipment in the picture, says its purpose, names another student and so on.

'What's the problem?' can be organized to practise vocabulary for making complaints about faulty goods. The teacher prepares pictures of everyday objects (e.g., jumper, plate, record, gas lighter, book, hair-dryer, etc.) and places them in a box. In turn, students pick a picture, think of a complaint appropriate to the item in the picture and say what type of goods they have bought without naming them or showing the picture to the class, e.g., *I've bought an article of clothing; I've bought dishes; I've bought an electrical tool;* etc. The other students ask questions, using 'damage' words to guess what the complaint is, e.g., *Is it torn?; Is there a spot on it?; Is it chipped?; Is it cracked?;* etc. If they fail to guess it, the student who has bought the faulty goods shows the picture to the class and tells them about the complaint.

Miming can be considered a kind of guessing game. This 'wordless' activity leads learners 'to talk' quite naturally: someone mimes an action and the others try to guess it by asking questions within one structure or a variety of structures, e.g., after matching either the occupations with the definitions (explanations) or people to what they are in charge of, teachers can suggest *the guessing game 'What's my job?'* In this game, one student chooses a job and mimes a typical activity which it involves. The others try to guess the job by asking either about the activity or the job, e.g., *Do you work outside (in an office, ...)? Do you wear a uniform (use a tool, ...)? Do you have to talk a lot (to travel, ...)? Do you need to be imaginative (physically fit, ...)?* etc. This kind of guessing game provides further practice of a wide variety of lexical units and the development of oral ability in an enjoyable way.

Mime can also be used at higher levels. After the students have labelled the parts of the car with the words in the list and put the steps involved in driving a car (turning the steering wheel, putting the key in the ignition, getting in, putting your foot on the clutch, unlocking the door, starting the car, releasing the handbrake, putting the car in first

In *'Guess who it is,'* one of the students describes someone in the class and the others have to guess who it is. They may ask him/her questions to clarify some details.

'What's the problem?' can be organized to practise vocabulary for making complaints about faulty goods.

gear, pulling out, putting your foot on the accelerator, turning on the indicator, etc.) into the right order, teachers may suggest the game *'Start a car and back out.'* The teacher calls each student in turn to the front and whispers an instruction to start a car and back out. Each student performs a mime of the action and the others try to guess what he/she is doing by asking Yes/No questions.

The game *'Guess the clue'* practises verbs denoting gestures and movements when used with the name of a body part, e.g., to prick up one's ears. to clap one's hands, to snap one's fingers, to poke someone in the ribs, to shrug one's shoulders, to close one's eyes, to nod one's head, to shake hands, to blow one's nose, etc. The teacher tells the class that he/she is going to call out sentences, each containing a clue to the gesture or movement of the body. One student has to mime the appropriate action and another student has to say the corresponding phrase, e.g., T: *You do this as a way of saying 'Yes.'* S1: (nods his/her head). S2: *to nod one's head.* T: *People do this if they don't know the answer.* S3: (shrugs his/her shoulders). S4: *to shrug one's shoulders.* T: *An impolite way to attract attention in a restaurant.* S5: (snaps his/her fingers). S6: *to snap one's fingers*, etc. After this, the teacher may ask students if they can think of sentences and contexts to use these verbs in.

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The teacher can organise *the game 'What human sound is it?'* while working with verbs expressing human noises, e.g., cheer, cough, cry, howl, hum, scream, shout, sing, whisper, whistle, grumble, mumble, groan, etc. He/She gives the class situations in which people make noises and asks students to make the sound corresponding to each situation as well as pay attention to the action, e.g., T: *You are in a choir.* S1: (sings). S2: *He/She is singing.* T: *You don't want the others to hear what you are telling someone.* S3: *(pretends as if he/she is whispering something to somebody).* S4: *He/She is whispering.* T: *You are in great pain or very angry.* S5: *(screams).* S6: *He/She is screaming*, etc. This game can be used after the students have defined what kind of sound these words express – loud or quiet, high- or low-pitched – and grouped them according to the following categories: happiness, pain, sadness, disapproval, annoyance, fear, excitement, or boredom. At the end, the teacher may get students to suggest new sentences and contexts in which to use these verbs.

The game *'Suggestion chain'* reviews vocabulary of leisure activities and making suggestions. For this game, students make a list of leisure activities. Afterwards one student suggests something on his/her list to do in the evening or next weekend, e.g., S1: *Let's go to a concert.* The next student has to disagree with the suggestion and change it to something different, using another way of making a suggestion, e.g., S2: *No, not a concert. What about going to a nightclub?/Why don't we visit Alec?/ Why not go for a drink?/ We could play sports./Shall we have a game of cards?* Students continue the game until they have used all the possible ways of making suggestions. Anyone who can't think of anything to do or repeats the leisure activity that has already been mentioned, does not use another way of making a suggestion, or gets the wrong verb form is eliminated from the game.

The aim of *the game 'Make a request'* is to practise phrases which may be used for making a request for an appropriate situation. The teacher divides the class into two teams and tells students that he/she is going to call out a situation and that a student from either team has to make a request appropriate to the situation, choosing someone in his/her team to respond. For example, T: *In a bank!* S1: *Could you change my euros into dollars?* S2: *Yes, certainly. How much would you like to change?*, etc. If the request is appropriate and the response is correct, the team gets a point. If not, the member of the other team makes that request. The following situations may be useful: *in a shop, at a ticket office, at a post office, at a hotel reception, in a restaurant, at an airport, on an airplane*, etc.

The game *'Give advice'* helps students practise the vocabulary of illnesses. The teacher distributes separate pictures representing people with some illness (e.g., a man with a high temperature (a cold, a cough, a sore throat, etc.) or feeling faint (dizzy, etc.) or with a sore leg (back, eye(s), etc.) among the students so that they have one each (The teacher may collect these pictures from textbooks and photocopy them). Students take turns saying what's the matter with the person in the picture, e.g. S1: *He/She has a cold*, and the student sitting next to him/her has to suggest what he/she thinks the person in the picture should or shouldn't do, e.g. S2: *He/She should lie down, and so on.*

The game *'Shopping for goods in containers* provides practice of the 'containers' vocabulary with which the learners have difficulties. For this game the teacher prepares two sets of cards: 'container cards' with the name of the container written on

The game *'Give advice'* helps students practise the vocabulary of illnesses. The teacher distributes separate pictures representing people with some illness (e.g., a man with a high temperature (a cold, a cough, a sore throat, etc.) or with a sore leg (back, eye(s), etc.) Students take turns saying what's the matter with the person in the picture,

each (e.g., a tube) and 'goods cards' with the name of the goods with their price (e.g., glue= 1 pound) and divides the class in half. Students in one half pick 'container cards' and students in the other half pick 'goods cards.' One student reads out the container written on his/her card, e.g. S1: *a tube* and the other student with 'a goods card' names the corresponding goods which can be packed in the container called, e.g. S2: *a tube of glue*. Afterwards the student with 'a container card' asks: *Could I have a tube of glue, please?* The student with 'a goods card' replies: *Yes, certainly*, and then the first student goes on to ask: *How much is it?* The second student replies: *It's one dollar*. Another student then reads out 'a container card' and so on around the class. Apart from the 'containers' and 'goods' vocabulary, this game involves practice in asking for things and the price.

The aim of the game *'Match them'* is to practise using collective nouns (e.g. a pack, a bunch, a crew, a bundle, a flock, a herd, a swarm, a school, etc.) with other nouns (clothes, sailors, bees, keys, cards, rowers, cattle, sheep, grapes, lies, fish, flowers, deer, etc.). For this game the teacher needs two sets of cards. One set contains cards with a collective noun written on each and the other set contains picture cards showing objects, the denoting nouns which are used with collective nouns. 'Word cards' are placed downwards and 'picture cards' are placed upwards on the table. Each player in turn takes a noun card first and then matches it with the corresponding picture, saying the phrase, e.g., *a bunch of flowers*. (If there are some pictures that might be matched with one noun, the player takes one of them.) If the phrase is correct, the player has to make a sentence. A student gets a point for each correct phrase and sentence.

The technique described for the game 'Match them' may also be used to practise using nouns expressing small quantities (e.g., a drop, a fragment, a flash, a dash, a lock, a scrap, a blade, a chip, a pinch, a grain, etc.) with other nouns (salt, rain, hair, paper, lightning, grass, pepper, sand, wood, vase, etc.) and to practise verbs expressing the sounds the animals make (chirp, moo, roar, neigh, bark, buzz, cluck, miow, hiss, hoot, howl, bleat, caw, bray, grunt, croak, etc.), only with the difference that the teacher places picture cards with animals downwards and verb cards upwards on the table.

The game *'Social expressions'* involves practising expressions that could be used on many occasions in day-to-day interactions. In advance, the teacher makes a list of expressions equal to the number of students in each team and 'response cards' on separate pieces of cardboard or paper in two sets. He/She divides the class into two teams of equal number and hands out the cards of each set among each member of each team. (There must be only one possible response to each expression.) The teacher calls out one of the expressions on his/her list, e.g., *Excuse me!* And a student from either team has to answer appropriately, e.g., *Yes, can I help you?* The team member who gives the correct response first wins the point. If the response is wrong, the chance goes to a member of the other team. The game continues until every expression on the teacher's list has been matched. The winning team is the one whose members respond correctly most often.

After this, the teacher gives students different situations and asks them to use these expressions in an appropriate situation, e.g. *What expressions would you use in the following situations: You are greeting each other informally (formally); You are asking somebody how he/she feels; You are saying goodbye to each other; You are going to bed; You are leaving on a Friday afternoon or evening; You are trying to get somebody's attention, for instance, in a shop; You are thanking someone for something; You are drinking to celebrate an occasion; A guest feels uneasy in your house; Someone is going on holiday; Someone has won something (got married, or had a baby); Someone is taking an exam; Someone is sneezing*; etc. Students use expressions appropriate to the situations and respond to them.

For the game *'Notices and warnings'* the teacher needs two sets of cards. The cards in the first set contain different kinds of notices, giving people information, telling them to do or not to do certain things or giving them warnings, and the cards in the second set contain the names of places where people would see or hear each notice. The teacher divides the class into two teams, distributing the set of 'notice cards' among the students of one team and the set of 'place cards' among the students of the other team. Then he/she gives students clues to the notices and asks the members of one team to read out the corresponding notice on their cards and the members of the other team to name the place where they would hear or see it, e.g. T: *Based on the clue, say what notice is possible*

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The teacher gives students different situations and asks them to use these expressions in an appropriate situation, e.g. *What expressions would you use in the following situations: You are greeting each other informally (formally); You are asking somebody how he/she feels; You are saying goodbye to each other; You are going to bed.*

and where you would expect to see or hear it, e.g. a notice giving information that there are no tickets left. S1: *Sold out.* S2: *Outside a cinema.* S3: *Outside a theatre.* T: *A notice telling you not to leave a car at this place for a time.* S1: *No parking.* S2: *In a street.* T: *A notice warning you to be careful that there are people here who will steal things from your bag or pocket.* S1: *Beware of pickpockets.* S2: *On the subway* and so on. A student gets a point for each correct response. After this, the teacher assigns students to think of some possible notices of their own that they could put in one of these places: a hospital, an airplane, a highway, a library, a school, a hotel, a park, an airport.

For *Report the statements spoken'* the teacher prepares two sets of cards of equal number: one set of cards with a direct speech sentence on each and the other set of cards with a reporting verb and hands them out to the students so that they have either a sentence card or a verb card.

The game *'Report the statements spoken'* aims to practise verbs which report the essence of direct speech, and not every word, e.g., advise, promise, explain, refuse, accept, warn, suggest, agree, etc. Students tend to report word-for-word, using the verbs 'say' and 'tell'. This game allows students to get into the habit of using these verbs appropriately, of reporting the idea, not the actual words. For this game the teacher prepares two sets of cards of equal number: one set of cards with a direct speech sentence on each and the other set of cards with a reporting verb (the teacher should restrict this set to verbs the students already know) and hands them out to the students so that they have either a sentence card or a verb card. Then he/she asks someone with the sentence card to read out the direct speech sentence. The student who has a card with the corresponding reporting verb, which describes the actual words spoken, reads the verb aloud and then reports the sentence, e.g. S1: *Why don't we go for a coffee?* S2: *Suggest. He/She suggested going for a coffee* and so on. The teacher should pay attention to how the students are using verb patterns which follow certain reporting verbs (e.g., advise (remind, warn) + object + infinitive, offer (introduce) + two objects, accept (refuse) + object, agree (refuse, promise) + infinitive, explain (agree, complain) + that + clause (suggest + ing form, apologize + preposition + ing form) and try to keep the pace as fast as possible.

The game *'Exaggerate'* gives students the opportunity to practise base and strong adjectives. It involves answering questions using strong adjectives: enormous, delicious, fascinating, horrible, marvelous, astonished, furious, terrified, etc. For this game the teacher prepares cards, each with either a tag question (e.g., He is funny, isn't he?).

As a follow-up activity the teacher may give students different situations which describe a conversation between two people based on different language functions: inviting/accepting or refusing; making a suggestion/accepting or rejecting; asking for a suggestion/making a suggestion; making a request/agreeing or refusing; offering/making a decision, agreeing or refusing; making a complaint/apologizing; making a complaint/giving advice; warning/accepting and asking them to perform corresponding conversations with each other, using the actual words spoken, e.g. T: *You invited one of your friends to go with you to an outdoor concert on Friday. He/She accepted the invitation.* S1: *Would you like to come with me to the outdoor concert on Friday?* S2: *Great! I'd love to come* and so on.

The game *'Exaggerate'* gives students the opportunity to practise base and strong adjectives. It involves answering questions using strong adjectives: enormous, delicious, fascinating, horrible, marvelous, astonished, furious, terrified, etc. For this game the teacher prepares cards, each with either a tag question (e.g., He is funny, isn't he?), negative (e.g., Wasn't she surprised when she heard the news about their engagement?) or *Yes, No* question (e.g., Did you have a bad day?), places them on the table and calls on someone. This student picks a card, reads out the question and calls out the name of another student, who then has to answer the question using an appropriate strong adjective, e.g. S1: *They serve very tasty dishes in that restaurant, don't they? Bob!* S2 (Bob): *Tasty? They serve delicious dishes there!* This student now picks another card, reads out the question, calls on another student and so on. A student who uses the words yes or no and a base adjective while answering is eliminated. It is best to use this game after the students have matched adjectives with their stronger equivalents and the teacher has clarified some difficulties connected with the use of intensifying adverbs (very, quite, rather, really, absolutely) with them.

The game *'Complete the definition'* would be useful for further practice of compound adjectives which are formed on the following patterns: adjective + noun + -ed (old-fashioned), adjective or adverb + past participle (clean-shaven, well-dressed), adjective or noun + present participle (good-looking, fun-loving). In advance, the teacher writes a number of adjective definition starters on a sheet of paper and prepares an equivalent number of definition ending cards with a compound adjective on each in two sets. The teacher divides the class into two teams and distributes the adjective cards among students so that each member of both teams has one. He/She then reads out one of the definition starters on the sheet, and a student from either team who thinks he/she has the concluding adjective reads out his/her card, e.g., T: *Someone*

who always dresses in nice clothes is ... S1: *well-dressed.* T: *Someone who always sees both sides of an argument is* ... S2: *open-minded.* T: *Someone who accepts criticism easily is* ... S3: *thick-skinned* and so on. The team member who completes the definition with the correct adjective first wins a point. If not, a member of the other team continues. The game is complete when the students have worked through all their 'adjective cards.' The winning team is the one that gets the most points. After this, the teacher assigns students to group adjectives on their cards according to what they describe: appearance (face, body), character and abilities, e.g., T: *Which adjectives on your cards describe one's appearance (character, abilities)?* S1: *good-looking (easy-going, English-speaking).* S2: *broad-shouldered (well-behaved, hard-working).* S3 *Bald-headed (warm-hearted, quick-thinking),* etc. At the end, the teacher asks individual students to use some of these adjectives to describe someone they know.

The game *'Contradict'* aims to get students to practise forming opposites of the adjectives with the use of prefixes *un-, in-, im-, irab-* and *il-*. The teacher writes a list of adjectives on the blackboard and asks one of the students to make a statement using one of the adjectives on the blackboard and call on another student who then has to respond by giving a contradictory sentence with an opposite adjective. Then this student makes another statement, calls on another student and so on, e.g. S1: *Her room always looks tidy. Helen!* S2 (Helen): *Tidy? I don't think so. It always looks untidy. His sister is polite (patient, friendly, kind, modest). Jane!,* etc. Students should be prepared for this activity. The teacher should provide initial practice in forming opposite adjectives, pointing out to the students which of the prefixes is used with which adjectives to form an opposite. After providing a certain framework, the teacher may move on to this game for further practice.

The game *'What kind?'* can be used to practise *adjective-noun combinations: opposites* with which learners have difficulties. They often incorrectly use adjectives in relation to some nouns that may be the result of mother-tongue interference. For example, intermediate level students commonly use the adjectives 'light', 'weak', 'heavy', 'strong' inaccurately: 'light coffee' instead of 'weak coffee', 'weak smell' instead of 'faint smell', or 'a strong smoker' instead of 'a heavy smoker'. Under the influence of their native language, students also make such inappropriate or unacceptable collocations as 'a heavy job' and 'a light job' instead of 'a hard job' and 'an easy job'. The incorrect use of adjective-noun collocations may also be the result of contrasting an adjective with its opposite, e.g., contrasting 'sour' with 'sweet' students use 'sour wine' instead of 'dry wine'. The word 'dry' in a very general sense means 'not web, damp' as in a 'dry day', being a contrast to 'wet', but when collocated with the noun 'wine', the meaning changes – 'dry wine' being the opposite of 'sweet wine'. A lot of examples could be given showing how the sense of an adjective can be changed when collocated with different nouns ('a right hand' in contrast to 'a left hand' and 'a right answer' being opposite to 'a wrong answer'. Since there are no 'rules' for these collocations, in our opinion, it is best to practise this type of adjective-noun combinations in terms of contextual opposites through the game 'What kind?' For this game the teacher selects adjectives representing opposite meanings, writes each of them on a separate piece of paper and gives one to each student. The teacher then says a noun and one student calls an appropriate adjective on his/her card that might be collocated with that noun. The other student in turn calls out the opposite of the adjective. The teacher says another noun and so on. If the collocation is correct the student gets a point.

After this, the teacher may provide communicative practice, assigning the students to ask each other questions, using the adjectives written on their cards, and answer them using corresponding opposites, e.g., S1: *Would you like dry wine?* S2: *No, I'd like sweet wine* and so on.

After the students have grouped adjectives according to what they describe – personal opinion or object, size, age, shape, colour, origin, material of an object, the teacher may explain the game *"Expand the sentence'* to practise placing a series of adjectives in the right order. He/She starts by giving a sentence and a student, in turn, has to expand each preceding sentence with an adjective, putting it in the right place, each time repeating what has gone before, e.g., T: *She bought a jacket.* S1: *She bought a black jacket.* S2: *She bought a long-sleeved, black jacket.* S3: *She bought a long-sleeved, black, woolen jacket.* The teacher starts with another sentence and so on. He/She should not let students combine more than two or three adjectives before a noun as it is unusual in speech. A player who cannot think of an adjective or puts it in an unacceptable position must drop out.

The game *'What kind?'* can be used to practise *adjective-noun combinations: opposites* with which learners have difficulties. For example, intermediate level students commonly use the adjectives 'light', 'weak', 'heavy', 'strong' inaccurately: 'light coffee' instead of 'weak coffee', 'weak smell' instead of 'faint smell', or 'a strong smoker' instead of 'a heavy smoker'.

After this, the teacher may provide communicative practice, assigning the students to ask each other questions, using the adjectives written on their cards, and answer them using corresponding opposites, e.g., S1: *Would you like dry wine?* S2: *No, I'd like sweet wine* and so on.

The game *'Which preposition?'* helps students practise using prepositions after certain verbs and adjectives. The teacher writes a list of subject + verbal predicate phrases on one side of the board (The list will depend on what prepositional verbs or adjectives the teacher may wish to get students to practise) and a list of prepositions on the other side. S1 starts by calling out a subject + predicate phrase, e.g., *The doctor operated ... (Are you interested ...)*, S2 continues by choosing an appropriate preposition, e.g., *... on (... in)*, S3 completes the sentence, e.g., *...the patient. (...modern art?)* and starts with another subject + predicate phrase and so on.

The game *'Chain cards'* practises compound nouns. The teacher prepares chain cards which can be linked together to form compound nouns, e.g., paper / driving, license / press, conference / ash, tray / wall, etc. He/She gives students the cards and asks them to decide which can go together. As a follow-up activity, the teacher may assign students to give the explanations of compound nouns formed by them and guess what the words are, e.g. S1: *The piece of paper that means you can drive a car.* S2: *A driving license.* S3: *Where smokers put out their cigarettes.* S4: *An ashtray.* S5: *What you put on the walls of your house when you decorate a room.* S6: *Wallpaper,* etc.

The game *'Word pairs'* practises words which go in pairs with 'and', 'or', 'but' such as 'pros and cons', 'sooner or later', and 'slowly but surely'. For this game, the teacher prepares three sets of cards: A: cards with the first word in the phrase, e.g., *ins*, B: cards with the conjunction, e.g., *and*, and C cards with the last word in the phrase, e.g., *outs*. The A and C cards are placed face-down on the table, and the B cards are face-up between the A and B cards. Students in turn pick an A card and a C card. They must decide if the two cards go together and which conjunction should be used to complete the phrase. If they make a correct phrase, they get a point, and take the A and C cards. If a correct phrase cannot be made, they return the cards face-down and continue.

In the game *'We collocate'*, for students practise verbs and adjectives with similar meaning, collocating them with nouns, e.g., make/do, rent/hire, waste/spend, revolve/circulate, roar/bellow, break out/start, tall/high, heavy/strong, strange/odd, common/plain, big/great, fast/quick, etc. The collocability of these words is restricted, the use of one of the words of the pair is determined by the noun it collocates which creates most difficulty for students. It is difficult for learners to become aware of why he/she must say *a tall building* and *a high wall*. For them 'tall' and 'high' mean the same; it does not matter to them which of these adjectives is used with which noun.

For this game the teacher prepares two sets of cards for each pair of words. One set contains separate cards with a verb or an adjective written on them and the other set contains as well separate cards with a noun that may go with these verbs or with these adjectives. The teacher places both sets of cards face-down separately on the table and asks each student to select a card from each set and see if the words written on them collocate. If the player picks cards with words that go together (e.g., to rent a room or fast food) he/she has to make a sentence with this collocation. If the words written on the cards do not collocate, he/she turns them face-down and the next player takes his/her turn. The selected cards are returned to the correct sets and shuffled. After the students have made all possible combinations out of one pair of verbs or adjectives and nouns given on both sets of cards, the teacher places other sets of cards with other pairs of verbs or adjectives and nouns and so on. A student wins a point by saying each accurate collocation and a correct sentence.

The game *'Who does or makes these in your house?'* provides a good opportunity to get students to practise *make/do + nouns collocations* which students form incorrectly. For this game the teacher prepares cards, each with one of the household activities (the shopping / the cooking / the cleaning / the bed(s) / the dishes / cakes / the decorating / the most money / the ironing /a mess / most of the decisions) and places them face-down on the table. Students in turns go up to the table, turn up one of the cards and say who does or makes the thing written on the card in their house. Apart from the practice of *make/do + nouns collocations*, this activity revises the 'household activity' vocabulary.

The game *'Accusations'* would be helpful for practice in collocating verbs of spoiling with nouns. This game can be used after the students have chosen which of the verbs (mark, scratch, spoil, stain, soak, crack, tear, ruin, break) can be used with which noun. The teacher asks students individually to write a list of different items: personal

The game *'Which preposition?'* helps students practise using prepositions after certain verbs and adjectives. The teacher writes a list of subject + verbal predicate phrases on one side of the board (The list will depend on what prepositional verbs or adjectives the teacher may wish to get students to practise) and a list of prepositions on the other side.

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clothing, furniture, dishes, or household accessories (e.g., jeans, an armchair, a carpet, a vase, the curtains, etc.). After making a list, students in turns, read out an item and their partner responds by making an accusation using a suitable verb of spoiling, e.g., S1: *jeans* S2: *You've stained my jeans.* The student who responds is the next person to continue the game.

The game *'Find the correct ending'* involves practising groups of words that share the same general sense (e.g., refuse/reject, extend/increase/expand, rush/hurry, etc.) and may be interchangeable in a limited number of contexts but generally the use of one of these words is determined by a context (e.g., Come to our party and don't forget *to bring* a bottle of wine.). For this game the teacher makes a list of sentence starters on a sheet of paper and an equivalent number of corresponding sentence starters on a sheet of paper and an equivalent number of corresponding sentence endings on separate cards in two sets. While preparing this material a) for each group of these words the teacher should devise sentences in which only one of them can be used, not replaced by any word of the group, e.g., *We are going to // extend the kitchen by ten feet this year. We want to // increase our sales by ten feet this year*; b) he/she should break the sentence at a suitable place; c) there should be only one possible sentence ending. The teacher divides the class into two equal teams and distributes the sentence-ending cards among the students of both teams. He/She then reads out one of the sentence starters on his/her list and a student from either team who thinks he/she has the corresponding sentence ending reads it out. The team member who gives the correct ending first gets a point. If not, the chance goes to a member of the other team. The activity continues until every sentence starter has been completed. The winning team is the one whose members win the most points.

The game *'Word versus word'* is useful while working with words that are often confused, e.g., cook/cooker, lend/borrow, rob/steal, expect/wait for, lie/lay, rise/raise, etc. The procedure for this game is as follows: the teacher places separate cards with a pair of words, e.g., *rise - raise* face-down on the table. In turn, students pick up a card, read out the pair of words and make two sentences, using both words of the pair. A student gets one point for each correct sentence. This game can be organized after the teacher has highlighted these word confusions, clarified any difficulties and misunderstandings connected with them, dealt with possible errors and the students have done the exercise: Choose which word out of the pairs of words is correct for each sentence.

The games included here are by no means an exhaustive selection. We have only tried to present 'some nuggets' for the teachers to try out in class. They are designed to be integrated into the general language syllabus of any coursebook and, in our opinion, they are an important way of practising vocabulary for learners of all ages: "...relaxation and enjoyment are important to all learners, and the most serious adults can become completely absorbed in cooperating with colleagues in order to win a game."* In addition, they can be used at different levels. If the actual examples we provide, do not allow the teacher to use this or that game in his/her teaching situation, he/she may adapt them to the knowledge of his/her class simply by changing the target lexis. The teacher may also modify any game to suit different teaching environments. But most important of all, we hope this material may act as a catalyst to trigger further ideas of teachers for creating games of their own.

Shalva Shaptoshvili

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* Edge, J. 1996. *Essentials of English Language Teaching*. Longman.

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Tips to Catch Plagiarists

Cheating is nothing new. What is new is that it is much easier for your students to find, acquire, alter and submit work that is not theirs. There are countless Internet "Paper Mills" or "Research Services" that offer to sell academic papers for a nominal sum. Surprisingly, there are also web sites that offer term papers at no cost. Generally, most teachers find that plagiarism in the ESL environment consists of the students copying and pasting text from Internet web pages. The following tips outlined below should help locate plagiarized papers.

The URL or web address is easily recognized by its location on the page, its smaller character size, bold or italics and the prefix http://. At the top of the page, also look for a banner that may or may not be related to the student's topic.

Look for the (ridiculously) Obvious

At the top and the bottom of a submitted paper look for a Uniform Resource Locator. The URL or web address is easily recognized by its location on the page, its smaller character size, bold or italics and the prefix http://. At the top of the page, also look for a banner that may or may not be related to the student's topic. There have been several occasions over the past few years where teachers have brought such cases to the attention of my colleagues.

On the last page of a purchased or downloaded essay, some companies place a credit line such as, "This essay is from www.freepapers.com". Some students may be in such a hurry to submit their composition they may miss this footnote. Teachers should get into the habit of looking for this addendum.

If teachers suspects work is copied from an Internet source, it is recommended that they spend time on a search engine. Open a search engine and type the first five words that appear in the document. In my personal experience, this has been a very successful means of locating liberated text from the web. An alternative is to look for a key phrase in the paper and input this into a search engine.

It may save the instructor time to locate copied or borrowed papers by requiring that students submit an electronic copy of their essay or paper. If the paper has the file extension .htm or .html then there is a good chance that it was initially borrowed from the Internet. Also, if the teacher has some skill using MS Word, formatting issues that cannot be resolved simply, will possibly appear. Bulleting, paragraph spacing, and paragraph indenting are samples of problematic crossovers from HTML documents to word-processed documents.

A quick scan of the essay's reference section will allow the teacher to recognize the origins of the citations. If they are all from books not available in your school or all from another country then it is clear that the paper has been plagiarized.

If the essay is not exactly on topic, it may indicate that the paper has been stolen. The student may have borrowed an essay related to the subject area but locating a perfect-fit is quite difficult. It may be a good idea to ask the student to rewrite portions of the paper to meet the goals of the assignment. Students will have to produce content demonstrating their ability to produce the quality consistent with the rest of the essay.

Look for indications that the paper is dated. If the student's paper refers to the great potential of the Soviet Union or if all of the latest references in a paper are from 1983, then there is a good chance that it is a second-hand essay. (Also, note shifts in register, style or form in a paper.)

Search Engines

Again this may sound simple but it is effective. If teachers suspect work is copied from an Internet source, it is recommended that they spend time on a search engine. Google or Teoma are suggested search engines. Type the title of the essay into the search text box. Click on the Search button. This technique reveals students who are lazy but know how to copy and paste content into a word-processing document. If no matches appear in the top ten results then try the following. Open a search engine and type the first five words that appear in the document. In my personal experience, this has been a very successful means of locating liberated text from the web. An alternative is to look for a key phrase in the paper and input this into a search engine.

Web Internet Paper Sites (Resources)

There are hundreds of Internet term-paper sites available to our students. These range from an unorganized heap of papers at some sites to subject-specific term paper sites. At these sites, databases are available in a variety of convenient structures. After all, it is a business.

At some sites the papers are provided for free. There is usually some catch however. It is generally required that the student register before they download a paper. The quantity of papers at these sites is not as comprehensive as the exchange or pay sites. As you would expect, the quality of the

papers at these sites is also questionable. They range from extremely well-written essays stolen from other sites to fragmented misspelled works. Many do not include any bibliography.

The next step up in the world of the Web Internet Paper is the exchange site. These sites require that the student send a paper to the site before providing one to the student. These sites are common, but it seems like too much work for a person to take the time to send in a paper to get another. It is more than likely that a student will send a borrowed paper to one of these sites to acquire a paper that they desire from a paper exchange site.

Membership sites allow unlimited access to a database of academic papers. Students are billed on a per-page basis. Credit cards are accepted medium of payment. This can range from one to ten U.S. dollars for a formatted page. Email or snail-mail deliveries are options, although the mail option usually adds a premium onto the final price. A few sites will charge an outrageous fee to write your paper for you if they do not have the paper on site.

A teacher can use the paper mills themselves to locate specific papers. However there are hundreds of paper sites on the web. The site at http://www.coastal.edu/library/mills2.htm offers the user 150 sites that provide essays for free, exchange or payment. Prevention seems to be the most efficient means of combating web cheating.

Prevention

With all of these issues in mind educators may wish to take preventative measures with their students by counselling them on how to avoid plagiarism. Discuss a definition of plagiarism in terms of the target culture (Canada) in relation to their home culture. Many teachers will be surprised by students' views and honesty. Discuss the different forms of plagiarism. Varieties of plagiarism vary from buying a complete paper from a paper mill to omitting source information for a paraphrased sentence. Visit a paper mill with your students to point out that many of the papers are not researched or well written. Inform them that the papers that they will download are papers already written for another purpose.

To avoid plagiarism the teacher should outline the essay topic clearly and then require that a draft with documented sources be included before a final copy will be accepted. If there is time, the students may start their assignment by locating possible bibliographic sources and submitting the list with a brief comment on each source.

It may be advisable to create new assignments rather than recycle the same ones each year. Students do pass on old assignments to their successors. Also it may help prevent cheating if the students are limited to resources specified by the instructor.

Finally, the teacher should require that students submit their papers in electronic format. They may be emailed to the instructor, uploaded to a central hard drive or submitted on a floppy or CD.

Software Plagiarism Detectors

There are service sites and software programs available to help detect plagiarized papers. Take the tour at the web site Turn-it-in.com to see the features of a service that will help you detect plagiarized papers. Plagiserve.com also boasts the ability to detect plagiarized papers with the claim that they monitor all new submissions to paper mills.

Conclusion

Unfortunately, the loser is the student. They do not acquire the knowledge or skills as a result of writing an assignment or essay. The papers in archives at most of these sites are usually out-of-date and of dubious quality. Teachers are also losers in the plagiarism game since they have to spend time gathering evidence in order to defend a failing grade. Teachers can use on-line detectors or some of their own manual techniques but prevention seems to be the most efficient means of combating plagiarism. If teachers are informed of the new methods of plagiarism, then they can prevent some instances by running short awareness sessions and structuring their assignments to prevent cheating.

John Allan
Abu Dhabi Men's Higher College
U.A.E.

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Access to Professions and Trades in Ontario

ESL instructors meet chemical engineers, pharmacists and other foreign-trained professionals frustrated by Ontario's licensing requirements, They can help through language training and information and support.

These are also the people that the Ontario government's Access to Professions and Trades Unit (APT) help every day – though they rarely meet face-to-face.

Following are some APT initiatives that help newcomers find work in Ontario. These APT resources can be used by ESL instructors as they support their learners through their initial steps toward employment.

Access to Professions and Trades Objectives

The Access to Professions and Trades Unit is mandated to work with regulatory bodies, employers, community agencies, and educational institutions on initiatives to expedite skilled immigrants' entry into Canada's labour market. Existing barriers, such as lack of information about licensing requirements, the need for Canadian experience, language training, and exam preparation, are addressed through these partnerships.

Access to Professions and Trades Initiatives

The Access to Professions and Trades Unit has sponsored the development of several programs and resources to reduce the gap between skilled immigrants and employment.

Occupational Fact Sheets provide new and prospective immigrants with comprehensive, up-to-date information on entry-to-practice requirements and labour market conditions for specific professions and trades in Ontario. Some of the occupations are automotive service technician, electrician, engineer, tool and die maker, medical radiation technologist, midwife and teacher. They can be obtained either by calling the Access to Professions and Trades Unit at 416-314-326-6260 or on their website http://www.equalopportunity.on.ca/english_g/apt/occfact.html.

A web-based fact sheet is also now available. This electronic fact sheet (e-factsheet) the information provided in the other Occupational Fact Sheets through direct hyperlinks to information and resources. The first e-factsheet is available at http://www.newontariopharmacists.com. An e-factsheet for nurses and one for engineering technologists and technicians will be launched later this year.

The Occupational Fact Sheets function as reference materials for both instructors and learners, and as occupation-specific reading materials for employment-related lessons.

Sector-Specific Terminology, Information and Counseling (STIC) are teaching manuals for use by organizations planning to deliver sector-specific programs. Through the use of STIC, organizations can help newcomers learn what it will take to practise their profession in Ontario, understand the terminology, and make informed career decisions. There is a STIC manual for each of the following four sectors: accountants, engineering, health care and automotive service. Administrators considering new occupation-specific programming and ESL instructors teaching ESP in these areas will find these curricula useful.

An accompanying Competency Matching Tool, available on CD-ROM, allows newcomers to assess their status against Ontario expectations.

The STIC Curricula and the Competency Matching Tool are both available from the Access to Professions and Trades Unit. Organizations interested in the materials can request copies by email, Dorothy.Ghosh@edu.gov.on.ca, or by calling 416-314-6817.

World Education Services (WES), Canada compares educational credentials from outside Canada with Ontario qualifications in order to help foreign-educated individuals enter the job market. Their website contains clear instructions, frequently asked questions and a sample evaluation, all of which can provide the basis for an Internet research activity for employment preparation classes. For information visit them at http://www.wes.org/ca.

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WES is currently pilot testing a World Education Database, a series of comprehensive profiles of worldwide educational systems and their Ontario equivalents. Instructors or counsellors can access this database by registering online. The information about education systems in other countries provides insight into various educational backgrounds, and if used as in-class reading material, offers an interesting subject for discussion.

The Bridging Project Fund helps organizations develop programs to assist immigrants along the path to licensure, certification, or accreditation for employment and building on the skills that immigrants bring with them. Bridging projects bring occupational regulatory bodies, community colleges, universities, employers, private training institutions, and career counselling services together to offer foreign-trained participants language training and practical experience needed to meet Ontario standards, without duplicating learning gained elsewhere.

The CARE for Nurses Project helps internationally trained nurses become licensed to practise in Ontario. CARE includes orientation to nursing in Ontario, nursing theory and clinical practice review, job shadowing and employer placements. For information on eligibility and upcoming registration contact the CARE office at 416-406-6166, or visit their website http://www.care4nurses.org/

The International Pharmacy Graduate Program (IPG) is a joint project of the Ontario College of Pharmacists and the Faculty of Pharmacy at the University of Toronto. It offers foreign-trained pharmacists the knowledge and skills required to meet Canadian pharmacy practice standards and practice requirements. Participants have successfully completed the Pharmacy Examining Board of Canada's Evaluating Examination and meet the College of Pharmacists' language requirements. For more information on eligibility and registration contact the College of Pharmacists at 416-962-4861.

Several new bridging projects are underway throughout Ontario. These projects will be developed and tested over the next two years, and are expected to be in operation and accepting students by the end of 2004. They are:

1. Access and Options for Foreign-trained Health Care Professionals
2. Access to Midwifery Pre-registration Program
3. Alternative Teacher Accreditation Program for Teachers with International Experience http://educ.queensu.ca/~ataptie/
4. Bridges to Employment for Precision Machining and Tooling Tradespersons
5. Health Informatics and Financial Services Bridging Project: George Brown Computer Diploma
6. Preparation for Apprenticeship, Trades and Technology
7. Preparation for Registration for Medical Laboratory Technologists
8. Three Choices: New Options for Foreign-trained Nurses Seeking Employment in Ontario
9. Vitesse Biotechnology Bridging Program for Foreign-trained Professionals

Many bridging projects are incorporating Canadian Language Benchmark descriptors in their language components, resulting in the use of a common language to describe language competency across several sectors.

For more details on these bridging projects, see the announcement at http://www.edu.gov.on.ca/eng/document/nr/02.04/bg0403.html

Access to Professions and Trades Achievements to Date

Through these initiatives skilled immigrants to Ontario can put their skills and knowledge to work. These projects acknowledge immigrants as vital people, contributing to our economy, and help the community at large acknowledge them as such.

For more information on the Access to Professions and Trades Unit visit the APT website at http://www.equalopportunity.on.ca/english_g/apt/

Information compiled by Andrea Strachan
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Access to Professions and Trades Unit
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Student Writings

The last light of the dusk shined on her, the breeze of Summer blew her messy hair and also her plain dress.

She was always pretty, even with this mud and sweat on her face.

Standing there under the great oak tree, watching the cotton fields of Tara in front of her, her mind became clearer and stronger to Scarlet.

"As long as I have this land, I can live and I will live, no matter how difficult it will be.

Tomorrow, tomorrow will be another new day!"

by Ling "Janet" Li

Let Me In

Open the door,
Let me in,
Hold my warm hands.
I bring you beautiful flowers.
Wipe the tears off your face,
Forget annoying things in the past.
Tell me
That is over.
Open the door to your mind,
Let me in,
Hold your hands.
There are so many words we need to say,
Believe that we can understand.
Although it is cold outside,
The snow has not melted,
But winter will be over
When the warm memories recover.
Open the door to your heart,
Let me in,
Look into my eyes.
You can read the passions through the window,
You can feel the warmth when my heart beats.
Do not suspect anymore,
Do not hesitate any longer,
The spring will come
When our hearts touch together.

by Fuxing "Hap" Pang

Ling Li and Fuxing Pang are in Estelle Berry's Level 7 class in the TDSB's Parkdale Library LINC program.

Board Candidates

We are very pleased to present to you the slate of candidates for TESL Ontario Board positions for the year 2002/03:

President Elect	Barbara Krukowski
Public Relations & Issues Chair	Jacqueline Jeffers
Technology & Research Chair	Sharon Rajabi
Certification Chair	Sophie Beare
Member at Large	Namita Aggarwal
Member at Large	Abai Coker
OTF Representative	James Polley

Barb Krukowski – President Elect

Barb Krukowski is Manager of LINC and ESL for The Centre for Skills Development & Training, a division of Halton District School Board. Her experience with adult ESL programs began in 1989 as an instructor. She completed her ESL Specialist and has continued to be an avid supporter of Professional Development for ESL professionals. She has been on the executive of P/H/E TESL in the capacity of Member at Large, Membership Secretary, President, Past President, Treasurer and Affiliate Director. She is completing her third term on the executive of the Ontario Association of Continuing Education School Administrators (CESBA).

Jacqueline Jeffers – Public Relations and Issues Chair

Jacqueline Jeffers has been involved with TESL since 1995. She was one of the founding members of TESL Durham and has held several positions on the executive.. She is part of the editorial committee of *Contact* and has served as Public Relations and Issues Chair for the last two years. Having begun teaching ESL and LINC classes for the Adult and Continuing Education Department, Jacqueline now teaches English and ESL in the secondary panel. She is indebted to Susan Blakelock for the photograph.

Sharon Rajabi – Techology and Research Chair

Sharon Rajabi has been involved in the field of ESL for over 15 years. She works for the Toronto Catholic District School Board as a Computer Program Administrator and her interest is in the role of computers in education. In addition to the LINC 4 and 5 Curriculum Guidelines, Sharon co-authored CALL: A Software Guide for the LINC Classroom and coordinated the Train-the-Trainer project to train LINC instructors on the use of the LINC software in Ontario.

Sharon is a regular presenter at the conference and has also presented at TESOL and TESL Canada. For the past number of years, Sharon has been active at the local affiliate as the TESL Toronto Newsletter Editor. Having served as TESL Ontario Conference Chair, Sharon has also coordinated the TechnologyFair for the past three years. Since 2000 Sharon has served as Technology and Resesarch Chair.

Sophie Beare – Certification Chair

Sophie Beare has began her ESL teaching career at the age of 22. She taught ESL to elementary, high school, and adult learners. Since 1983, Sophie has been an active TESL Ontario member. In the 80's she was elected TESL Ottawa President for two terms and the TESL Ontario Affiliate Director for three years. Then again, in 1998 she was elected TESL Ottawa President and then a year later TESL Ontario Affiliate Director and stayed in that position until spring 2002. Since 1988, Sophie has been involved in TESL training. She is the founder, teacher and coordinator of the TES/FL program at Algonquin College in Ottawa. One of Sophie's goals is to help ESL teachers gain full recognition of their professional qualifications in both the ministry of education and in educational institutions.

Namita Aggarwal – Member at Large

Namita Aggarwal works as a Program Manager with the Continuing Education department for the West Region of the Toronto District School Board. She began her career in ESL with the Etobicoke Board of Education in 1990. She has taught all levels of ESL including employment and computer skills. As a program administrator, Namita actively participated on Action Teams including Professional Development, Hiring, Professionalism and was chair of the Accountability Committee. She co-authored documents in the areas of placement testing, quality standards, statistical data collection, instructor self-evaluation, volunteer training and was a member of the writing team that was assigned to critique the first draft of the Canadian Language Benchmarks. She has also been a presenter at CESBA mini-conferences in the areas of accountability and personality type indicators.

Abai Coker – Member at Large

Today, Abai Coker is ESL Outreach Programs Administrator with the Ottawa Carleton Catholic School Board, with responsibility for 22 sites, comprising Day and Night School programs. He continues to make meaningful contributions to the community. Abai is the author of the report on multiculturalism, "Diversity Training in the Children's Aid Society a step toward organizational change" and the recipient of the 2000 Award of Excellence for Enhancing Police/Community Race Relations. He is currently President of Canadian-African Solidarity and has just started his second term as President of The National Capital Alliance on Race Relations where he continues to work in the area that is dearest to his heart – equity, antiracism, employment for newcomers/immigrants as they go through the transitional phrase of settlement and integration.

Jim Polley – OTF Representative

Jim Polley has been an instructor in ESL in both Canada and abroad for more than 15 years. He has also been greatly involved in curriculum development and managerial aspects of ESL. The teachers of his school have been a bargaining unit of OSSTF for more than 2 years, and he has held the post of President for that period. In addition, he has been the Vice chair of OSSTF Educational Support Staff Sector, Instructors' Sub Group for the past 2 years. They work to advance issues of interest to ESL instructors in both non-credit adult education programs and the private sector as well. Jim is interested in pursuing this post not only in order to further advance our interests, but as well to gain through sharing, the knowledge and experience of all members of TESL Ontario.

Book Reviews

Cole,Tom. *The Article Book: Practice toward mastering a,an and the*. Ann Arbor:The University of Michigan Press,2000. 114 pages.

There is a great variety of original exercises (cloze gap, readings, maps, quick check) that create an awareness of just how these tricky little words are used. Cole mentions that there are about 50 rules and 15 exceptions to them, but these are presented in such a manner that they are entertaining rather than overwhelming.

For those of us who are faced with the persistent problem of article use, T.Cole's revised edition of *The Article Book* is a welcome resource. Intended for intermediate to advanced levels, this is a handy text to be used either in individual study or accompanying a core text. There are six basic chapters with a quiz and comprehensive test at the end of each. There is a great variety of original exercises (cloze gap, readings, maps, quick check) that create an awareness of just how these tricky little words are used. Cole mentions that there are about 50 rules and 15 exceptions to them, but these are presented in such a manner that they are entertaining rather than overwhelming. I personally tried a few of the excersises on a middle-intermediate group of Chinese and Korean college ESL students. They tried the excersises and gave me positive feedback. One reading was about Peking Man and the comprehension questions required articles in their answer. We had a lively discussion on this and there was quite an improvement in their article usage. The book concludes with a comprehensive test incorporating all the rules and exceptions and has a useful appendix. It is especially helpful for students whose mother tongue does not have articles (e.g. Korean, Mandarin) and can be used quite well in the classroom setting. It is accompanied by software for IBM or Mac, *Fish Trek: An adventure in Articles*. This is perfect for use by students on their own. All in all, *The Article Book* is a practical, comprehensive text that is wholeheartedly recommended.

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Vasie Kelos is an ESL professor at the ELI, Seneca College. Having taught ELS for over 25 years, she is interested in classroom research, current trends in ESL , methodology and generally anything to do with her chosen field.

Review of Software. *Fish Trek: An Adventure in Articles.* Tom Cole: The University of Michigan Press, 2000. ISBN 0-472-00299-6.

This software will resonate with all who have used *The Article Book* by the same author. The same fifty rules concerning the use of articles, incorporating examples and exceptions, have been rendered in a game format which can be used with or without the book. Some of the "rules" seem a touch hairsplitting; e.g., "Do not use **the** with ordinal numbers when referring to names of prizes." Who can argue with this? But did we really need a rule about it? The game consists of 10 levels, which correspond to the levels used in *The Article Book.* A player may choose to practise at each level in either a comprehensive (the exercises will spiral material from all earlier sections) or focused (questions are restricted to new rules presented in the specific level) manner. Playing the game provides instant feedback, access to the appropriate rule, expanded context for the example if needed, and best of all, a review of errors before the player quits the game. The player can print any or all of the rules, examples, exercises, and even a personalized archive of mistakes made during the session. Students needed little assistance with the game after a brief introduction.

Although the promotional material advertises a "test generator," I learned through communication with the publisher that this feature is only available on Macintosh computers, not on the personal computers we all have in our LINC labs. This is only a minor glitch in an otherwise enjoyable and autonomous learning activity. I would recommend the software for adult ESL levels from high basic to advanced. It will form a useful item in the bill of fare offered in any ESL computer lab. The ability of the software to tailor the exercises to the needs of the user makes it superior to the book on the same subject.

About the fish... The player starts out with 5 fish and one is devoured by a huge fish each time an error is made. When there are no more fish, the game is over. Now you know.

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Susan Vogl Blakelock has taught adult ESL in Pickering, Ajax, Whitby, and Oshawa, for Durham District School Board for the past 20 years. She is a computer ignoramus.

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